



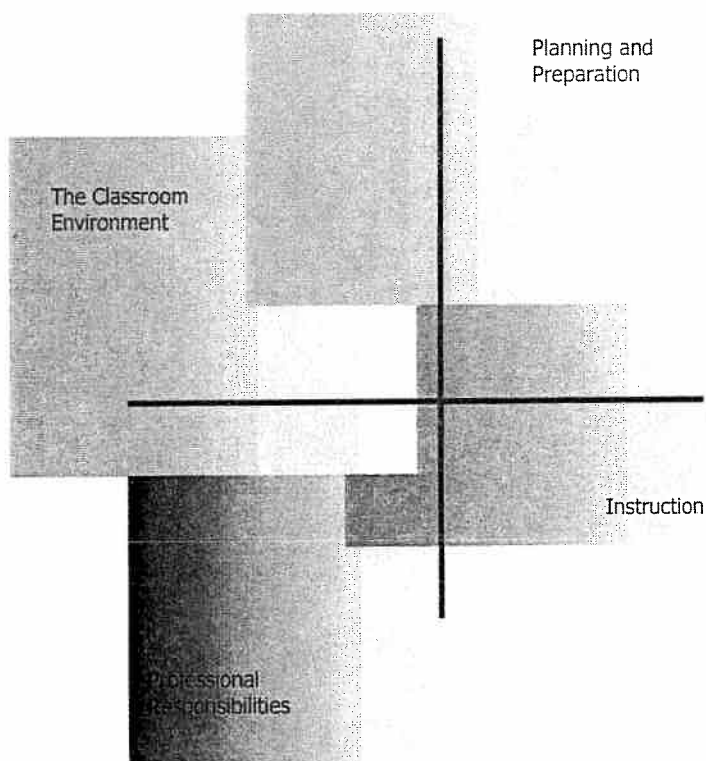
Middleton School District

Certified Employee Evaluation Program

Evaluation Program

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The Future in Progress:
Providing Quality Education
Preparing Responsible Citizens
Promoting Lifelong Learning

Approved
June, 2007

Middleton School District #134
Certified Employee Evaluation
Purpose

The primary purpose of teacher evaluation in the Middleton School District is two fold. First, it is to support the professional development needs of the individual teacher to improve instructional practice in the classroom. Second, it is to monitor and evaluate teacher performance as required by State statute.

The District's evaluation process is based, in part, on the work of Charlotte Danielson as presented in Enhancing Professional Practice: A Framework for Teaching and Teacher Evaluation To Enhance Professional Practice (Danielson & McGreal). Ms. Danielson's research provides the elements of effective instruction that most often lead to improved student achievement.

The District has chosen to use a differentiated evaluation process for teachers in different stages of their teaching careers, designed to support teachers according to their professional needs.

Plan I:

Plan I is for certified employees who are in the observation cycle of the Certified Employee Evaluation Program. This includes all certified employees who are in their first three years of teaching or are newly hired by the Middleton School District. These certified employees participate at least twice in the observation and evaluation summary procedures during the school year. *If a newly hired certified employee has earned renewable contract status in another district or state, that certified employee, with approval of his/her evaluator, can be considered for Plan II after successfully completing at least one year on Plan I. This option still requires that the certified employee be evaluated twice a year until he/she reaches continuing contract status.* Certified Employees who have earned renewable contract status in the district must enter the observation cycle (**Plan I**) at least once every three years. These certified employees participate in the observation and evaluation summary procedures at least once during that year. All certified employees on Plan I complete Professional Development Plans in collaboration with their evaluators.

Plan II:

Plan II is for certified employees who have earned renewable contract status within the District. Following a cycle using the observation and evaluation summary procedures, any certified employee receiving all proficient ratings may choose between two forms of evaluation (i.e. Plan I continued participation in the annual observation and evaluation summary procedures or Plan II participation in the professional development Plan II.) A renewable contract employee who chooses to participate in a professional development plan as the mode of evaluation must return to the observation and evaluation summary procedures for one cycle every 3 years. (1 year on observation summary, two years off).

Revised 6-08

**Middleton School District #134
Certified Employee Evaluation
Program Guidelines**

Responsibilities

The primary responsibility for the evaluation of certified personnel lies with the building principal or designee who may assist in observations and data gathering.

The certified employee evaluation procedures in this plan are not intended to limit an administrator's additional supervisory responsibilities. (District Procedure #499.9 "Principal" Job Description)

The certified employee evaluation procedures in this plan are not intended to limit or invalidate a certified employee's rights to due process as defined in existing District policy and procedures, the Master Contract and Idaho Code.

The primary responsibility for monitoring the accurate implementation of the District's evaluation plan and for providing on-going training to new employees (both instructional and administrative) lies with the Superintendent or his/her designee.

On a yearly basis, the Certified Employee Evaluation committee, composed of 2 administrators and 2 classroom teachers, will meet to review the system used for staff evaluation. Recommendations from the committee for modifications will be submitted to the Superintendent and the MEA, and upon approval by both parties will be submitted for Board approval.

Teacher / Class Profile

This form is to be completed and submitted by classroom teachers to the evaluator prior to September 15 each year, and may be updated by the teacher as necessary.

Observation

A formal lesson observation must consist of a minimum of 30 minutes of uninterrupted classroom observation or one complete lesson, whichever is greater. The formal lesson observation may be prearranged or unannounced by the evaluator.

Observation Rubrics

The four observation rubrics used in the Middleton S.D. Certified Employee Evaluation Program are completed annually for all Plan I certified employees and once every three years for all Plan II certified employees. The evaluator will not maintain copies of these rubrics and will give the originals and all copies to the employee following the post observation conference. The certified employee may request that a copy of the rubrics be attached to the summative evaluation for inclusion in his/her personnel file. (If a certified employee is on an improvement plan or formal probation plan, the evaluator is legally required to maintain a file including observation notes and forms for the duration of the improvement or probationary period.)

The Certified Staff Evaluation Summary

An original, signed copy of the Certified Employee Evaluation Summary will be completed and filed annually in each employee's personnel file in the District Office. The evaluator is required to include written comments on the Certified Employee Evaluation Summary form describing the criteria resulting in any element being marked as "needs improvement" or "unsatisfactory." Positive comments describing employee performance may also be included on the summary form.

Teacher Post Observation Reflection Form

This form is to be completed by the teacher following each formal observation period. The completed form is to be given to the evaluator at least 1 day prior to the scheduled post conference and is to be used to help focus the discussion at that conference. The evaluator will not maintain copies of the teacher's comments found on this form and will return the form and all copies to the teacher following the post conference.

The Post Conference

The post-conference must be held within 5 teaching days of the formal observation, unless waived by both the teacher and the evaluator, at which time copies of the observation report and the evaluation summary shall be given to the certified employee.

Rebuttal

The certified employee may submit a written rebuttal to the evaluation summary and have it attached to the summary to be placed in his/her district employment file. The rebuttal shall be initialed by both the employee and the evaluator to signify mutual awareness of the contents.

Peer Assistance

As stated in the District Support Program, Peer Assistance will be offered by the building principal or supervisor whenever a certified employee is placed on formal probation. A written and signed statement shall be placed in the employee's district file if this assistance is declined. No information from the peer assistant regarding the performance of the teacher may be included in the teacher's summative evaluation report.

Any Professional Development Plan or Improvement Plan may include peer assistance, mentoring or instructional coaching.

Professional Development Plan

The Professional Development Plan is a form to be completed annually by all certified employees. This plan, to be completed in collaboration with the evaluator, will focus and direct the certified staff employee's professional growth until the observation / evaluation cycle has been completed. The plan may be adjusted or rewritten at any time.

Plan II: Professional Development

The Professional Development Plan II is a form to be completed by qualifying certified employees or teams. During off years (up to 2 years when a qualifying certified employee does not participate in the observation / evaluation cycle) this plan will be used to focus and direct professional growth.

**Middleton School District #134
Certified Employee Evaluation Plan
Procedures for Improvement**

Verbal Correction

Prior to receiving a mark of “needs improvement” in any element, the evaluator will provide a verbal warning, along with observable expectations for improvement and reasonable time to remediate.

Needs Improvement

The evaluator is required to include written comments on the Teacher Evaluation Summary describing the criteria resulting in any element being marked as “needs improvement.”

When a teacher receives written notice on an evaluation that his/her performance in one or more elements is deemed to “need improvement,” a Professional Development Plan focused on improvement in those elements **may** result. The teacher will be encouraged to dedicate focused efforts to improve prior to the next observation cycle. Failure to show improvement in those elements on subsequent cycles **may** result in advancing to an “unsatisfactory” status.

Unsatisfactory Determination

No teacher shall receive a mark of “unsatisfactory” without having first received a “needs improvement” in the same element on the preceding evaluation unless there is compelling evidence or a justification to do so.

The evaluator is required to include written comments on the Teacher Evaluation Summary describing the criteria resulting in any element being marked as “unsatisfactory.”

Whenever a teacher receives an evaluation on which his/her performance in one or more elements is deemed to be “unsatisfactory” by the evaluator, a Professional Development Plan or Formal Improvement Plan shall be developed in close collaboration with the evaluator. The plan shall focus on the area(s) that were deemed to have been “unsatisfactory” on the observation report. The plan duration is recommended to be from 6 to 9 weeks.

Repeat Unsatisfactory Determination (Formal Improvement Plan)

Whenever a teacher receives a second evaluation on which his/her performance is deemed to be “unsatisfactory” in the same element(s) as cited in the previous evaluation **or** whenever a teacher receives a third consecutive evaluation citing **any** performance element as “unsatisfactory”, the teacher shall be placed on a Formal Improvement Plan (duration to be determined by the evaluator). The Formal Improvement Plan shall focus on the area(s) that were deemed to have been “unsatisfactory” on the evaluation. If the teacher successfully completes the Formal Improvement Plan, he/she will be returned to Plan I status for, minimally, the next formal evaluation cycle. If the teacher has not completed the Formal Improvement Plan successfully, and if the evaluator has met the administrative support responsibilities cited in the Improvement Plan, the teacher may be advanced to Formal Probation by the School Board of Trustees, upon the recommendation of the evaluator. A certified employee may be placed on formal probation and/or terminated when such action is determined to be criminal, grossly negligent and/or violates the Code of Ethics for Idaho Professional Educators.

Formal Probation

The Formal Probation Plan will focus on those elements requiring improvement. Successful completion of the Probation Plan will result in a return to Plan I status for, minimally, the next formal evaluation cycle. Failure to successfully complete the Formal Probation Plan will result in the evaluator recommending to the School Board of Trustees non-renewal or termination of the employee. According to District policy and State code, a final determination of non-renewal or termination requires approval by the Board of Trustees.

Middleton School District. #134
Teacher Evaluation Summary
(Kept in Permanent District Personnel File)

Teacher _____
Evaluator _____

School _____
Date _____

Plan I

KEY: U = Unsatisfactory
NI = Needs Improvement
P = Proficient

I. The Classroom Environment

A. Creating an Environment of Respect & Rapport	___ U	___ NI	___ P
B. Establishing High Expectations for Learning	___ U	___ NI	___ P
C. Managing Classroom Procedures	___ U	___ NI	___ P
D. Managing Student Behavior	___ U	___ NI	___ P
E. Organizing & Utilizing Space & Resources	___ U	___ NI	___ P
Comments:			

II. Instruction

F. Communicating Clearly & Accurately	___ U	___ NI	___ P
G. Using Questioning & Discussion Techniques	___ U	___ NI	___ P
H. Engaging Students in Learning	___ U	___ NI	___ P
I. Providing Feedback to Students	___ U	___ NI	___ P
J. Demonstrating Flexibility & Responsiveness	___ U	___ NI	___ P
Comments:			

III. Planning & Preparation

K. Demonstrating Knowledge of Content & Pedagogy	___ U	___ NI	___ P
L. Designing Organized & Meaningful Instruction	___ U	___ NI	___ P
M. Assessing Student Learning	___ U	___ NI	___ P
Comments:			

Professional Responsibilities Report:

1. Professional Relationships & Professional Growth	___ U	___ NI	___ Satisfactory
2. Professional Records Management	___ U	___ NI	___ Satisfactory
3. Professional Communication with Families	___ U	___ NI	___ Satisfactory
Comments:			

Teacher's Signature

Evaluator's Signature

Date

Date

Signing of this form does not indicate agreement or disagreement with the information included in the Teacher Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation.

(The employee may file a rebuttal statement to this evaluation.)

Page 1 of 2

_____(Initials) I wish to have the observation rubrics attached to the summative evaluation

Middleton School District. #134
Teacher Evaluation Summary

Teacher _____
Evaluator _____

School _____
Date _____

The following section to be completed at least once annually for each certificated employee:

Evaluator's Recommendations:

- | | |
|--|---|
| <input type="checkbox"/> Continued Employment | <input type="checkbox"/> Probation Plan (attached) |
| <input type="checkbox"/> Improvement Plan (attached) | <input type="checkbox"/> Non-renewal / Non-employment |

Teacher's Signature

Evaluator's Signature

Date

Date

Middleton School District. #134

Certified Employee _____

School _____

Certified Employee Evaluation Summary

Evaluator _____

Date _____

(Kept in Permanent District Personnel File)

Plan II

Professional Development Plan

____ Plan completed as of _____ ____ Did not complete ____ Plan Continued

Comments:

KEY: U = Unsatisfactory
 N I = Needs Improvement
 S = Satisfactory

Professional Responsibilities Report

1. Professional Relationships & Professional

Growth ____ U ____ N I ____ S

2. Professional Records Management

____ U ____ N I ____ S

3. Professional Communication with Families

____ U ____ N I ____ S

Comments:

Certified Employee's Signature

Evaluator's Signature

Date

Date

Signing of this form does not indicate agreement or disagreement with the information included in the Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation. (The employee may file a rebuttal statement to this evaluation.)

The following section to be completed once annually for each certificated employee:

Evaluator's Recommendations:

☐ Continued Employment

☐ Probation Plan (attached)

☐ Improvement Plan (attached)

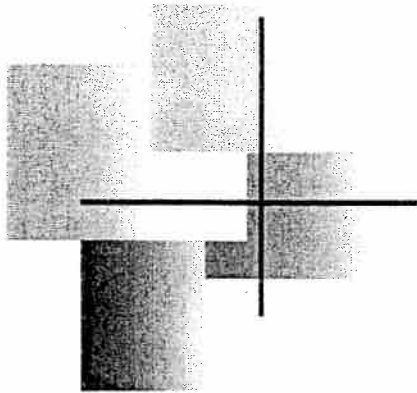
☐ Non-renewal / Non-employment

Certified Employee's Signature

Evaluator's Signature

Date

Date



Evaluation Domains

Teacher Observation Report

Domain I—The Classroom Environment

- A. Creating an Environment of Respect and Rapport
- B. Establishing High Expectations for Learning
- C. Managing Classroom Procedures
- D. Managing Student Behaviors
- E. Organizing and Utilizing Space & Resources

Domain II—Instruction

- F. Communicating Clearly and Accurately
- G. Using Questioning & Discussion Techniques
- H. Engaging Students in Learning
- I. Providing Feedback to Students
- J. Demonstrating Flexibility & Responsiveness

Domain III—Planning & Preparation

- K. Demonstrating Knowledge of Content & Pedagogy
- L. Designing Organized & Meaningful Instruction
- M. Assessing Student Learning

Domain IV—Professional Responsibilities Report

- 1. Professional Relationships & Professional Growth
- 2. Professional Records Management
- 3. Professional Communication with Families

I. The Classroom Environment

Place an "X" in the appropriate category within each element.

A. Creating an Environment of Respect & Rapport

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Interaction is negative &/or inappropriate.	Few positive interactions. Interactions are not always appropriate.	Generally interactions are positive.	Interactions demonstrate mutual caring and respect.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Establishing High Expectations for Learning

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Expectations are not clearly communicated or are inconsistent. Objectives & activities convey low expectations.	Some expectations are communicated clearly. Objectives are not always consistent. Modest expectations are emerging.	Expectations are clearly communicated. Objectives & activities generally support high expectations.	High expectations are clearly communicated to all students. Objectives & activities support high expectations for all.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Managing Classroom Procedures

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Procedures and routines are not evident or are inefficient, resulting in the loss of instructional time.	Procedures and routines are not always evident. Instructional time is compromised.	Procedures and routines function satisfactorily.	Procedures & routines function smoothly, maximizing student learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Managing Student Behavior

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Student behavior is inappropriately managed with no clear and consistent expectations.	Student behavior is inconsistently managed. Expectations for student behavior are not always clear.	Student behavior is appropriately managed with clear expectations.	Student behavior is effectively managed through preventive, respectful & sensitive methods.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Organizing & Utilizing Space & Resources

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Classroom is unsafe &/or inaccessible; distracts from the learning environment.	Classroom has areas that are inaccessible to some. Learning environment is compromised.	Classroom is safe and accessible to all students.	Classroom is safe and easily accessible; enhancing the learning environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

revised 6-08

Comments:

Middleton School District #134

Teacher Observation Report

Teacher _____

Date _____

II. Instruction

Place an "X" in the appropriate category within each element.

F. Communicating Clearly & Accurately

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Communication contains errors, is unclear and/or inappropriate.	Instances of unclear instructions / communications and/or grammatical errors exist.	Communication is generally clear & accurate; adjustments are made when necessary.	Communication is clear and expressive, anticipating student misconceptions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Using Questioning & Discussion Techniques

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Poor use of techniques; low level questions; limited student participation.	Techniques involve limited number of students. Higher level questions used infrequently.	Techniques used with moderate student participation. Higher level questions used frequently.	Techniques reflect high level questions with full student participation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Engaging Students in Learning

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Students are not intellectually engaged with the content/activity.	Few students are intellectually engaged in content.	Most students are intellectually engaged with the content/activity.	All students are highly engaged, contributing to the content/activity.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Providing Feedback to Students

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Feedback to students is of poor quality & not provided in a timely manner.	Feedback to students is minimal and not always timely.	Feedback to students is adequate and timely.	Students apply quality and timely teacher feedback to their own learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J. Demonstrating Flexibility & Responsiveness

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Teacher is inflexible and assumes no responsibility for student learning.	Instances where teacher isn't responsive to student needs. Could adjust lesson to better meet student needs.	Teacher is often responsive to student needs and adjusts lessons as necessary.	Teacher is highly responsive to students; adjusts lessons to insure success of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Middleton School District #134**Teacher Observation Report**

Teacher _____

Date _____

III. Planning & Preparation

Place an "X" in the appropriate category within each element.

K. Demonstrating Knowledge of Content & Pedagogy

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Demonstrates little or no knowledge of content or pedagogy.	Demonstrates limited or partial knowledge of content and pedagogy; shows little evidence of improving practice.	Demonstrates solid understanding of content and pedagogy; shows evidence of continuing search for improved practice.	Demonstrates extensive knowledge of content and pedagogy; contributes knowledge and best practices to colleagues.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L. Designing Organized & Meaningful Instruction

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Lesson is unstructured. Goals / standards of instruction are not stated.	Lesson has minimal, recognizable structure. Goals / standards are not clearly stated.	Lesson has clearly defined structure. Instruction / materials support the stated goals / standards.	Lesson has clearly defined structure. Instruction / materials support the stated goals / standards, addressing a variety of individual student needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M. Assessing Student Learning

Unsatisfactory	Needs Improvement	Proficient	Exceeds Expectations
Assessment has no clear criteria and/or no evidence exists of using results to plan instruction.	Assessment criteria is unclear or vague. Congruence with instruction is inconsistent and unpredictable.	Assessment criteria is clearly stated; results are used to plan instruction.	Assessment criteria is clearly stated. Results are used to enhance instruction and to engage students in monitoring their own progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Middleton School District #134
Professional Responsibilities Report

Teacher _____
Evaluator _____

School _____
Date _____

Place an "X" in the appropriate category within each element.

1. Professional Relationships & Professional Growth

Unsatisfactory	Needs Improvement	Satisfactory
Relationships with colleagues are negative / self-serving. Not involved in professional growth and/or collaboration.	Little interest in developing relationships with colleagues. Involvement in professional growth and collaboration occurs minimally.	Relationships with colleagues are positive and supportive. Participates in professional growth and collaboration.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

2. Professional Records Management

Unsatisfactory	Needs Improvement	Satisfactory
Inaccurate record keeping. Deadlines are not met.	Record keeping is sometimes inaccurate. Requires repeated reminders to meet deadlines.	Maintains accurate records. Deadlines are met.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

3. Professional Communication with Families

Unsatisfactory	Needs Improvement	Satisfactory
Makes little or no information available to families.	Communication is inconsistent and often lacks substance or is inaccurate.	Communicates honestly with families on a regular basis. Concerns are addressed effectively.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**Middleton School District
Teacher/Class Profile**

Name _____ Date _____

Teaching Assignment _____

Teaching Time:

Elementary:

What is the length of time you teach each subject?

Reading		Math		P.E.	
Language		Science		Music	
Spelling		History		Health	

Secondary:

What is the length of your class periods?

Ratio of IEP students

Class Period						
IEP students						
LEP students						
Other Special Needs						
Total # of students						

Comments:

Have you been given the opportunity to participate in professional development as an employee of this school district? If so, list the professional development opportunities in the district that you have participated in during the past year.

Are there any other circumstances, or factors about your students, classroom, materials, of which an observer should be aware?

(This form to be completed & submitted to the evaluator prior to Sept. 15 and updated as necessary.)

Middleton School District #134

Teacher Post Observation Reflection Form

Date _____

Teacher _____ Administrator _____

Grade Level _____ Subject Taught _____

Please answer the following questions concerning the lesson that was observed.

Your responses will serve as the basis for conversation during your post-observation conference.

1. In general, how successful was the lesson? Did the students demonstrate to you that they had successfully learned what was intended? If so, how?

2. Did you make any adjustments or modifications to your plan during the lesson? If so, describe them and what motivated you to initiate these changes.

3. What would you do differently to improve the lesson?

4. Additional comments or questions:

(The form to be completed following the formal observation and returned to the evaluator at least 1 day prior to the scheduled post conference.)

Middleton School District #134

Professional Development Plan

Certified Employee: _____

School _____ Date _____

Goal or Objective of this Plan:

1. Which elements from the observation rubrics will be addressed?

2. What methods/strategies will be used?

3. What will you use as evidence of progress toward attainment of the goal or objective?

Teacher's Signature _____ Administrator's Signature _____

Today's Date _____ Date for review of this plan _____

Middleton School District #134

PLAN II: Professional Development

Certified Employee / Team: _____

School _____

Date _____

Goal or Objective of this Plan:

1. If multiple teachers are participating in this plan, how was this membership determined?

2. Which elements from the observation rubrics will be addressed in this plan?

3. What methods / strategies will be used?

4. How will this plan improve student achievement in your classroom / team?

5. What will you use as evidence of progress toward attainment of the goal or objective?

6. Include a calendar of checkpoints/reviews of this plan.

Teacher Signature(s) _____

Administrator's Signature _____

Plan Duration (not to exceed 2 years):

Middleton School District #134

Action Plan Worksheet

Teacher _____

School _____

Date/Year _____

Goal/Objective to be Addressed in this Plan:

Summary of the Proposed Actions or Solutions:

Strategies/Tasks/Actions to be Employed in this Plan:	Person(s) Responsible:	Projected Date of Completion:	Resources Needed:

Teacher Signature _____

Supervisor's Signature _____

Professional Development Plan Summary

Name _____ School Year: _____
Grade/Subject/Position _____
School/Location _____

To be completed and submitted as a yearly evaluation of your plan.

1. Write a descriptive summary of the process you used.
2. How has this professional development plan improved your instruction and/or the achievement of your students?
3. How would you rate the overall value and success of the plan?

During this school year, if you have participated on school or school district committees, engaged in field-related studies, workshops and other professional activities, please describe below:

Employee's Signature

Date

Administrator's Signature

Date of review

Middleton School District

Improvement Plan

Employee _____

Date _____

School/Location _____

Grade/Subject/Position _____

Supervisor _____

Improvement is needed in: (as evidenced by...)

Objectives of this plan: (Which element(s) from the Observation Report rubrics will be addressed)

What will you use as an indicator of satisfactory attainment of the objectives?

Strategies:

Employee:

Supervisor:

Employee's signature _____

Supervisor's signature _____

Date for review of this plan _____

Progress Review

_____ Discontinue Improvement Plan

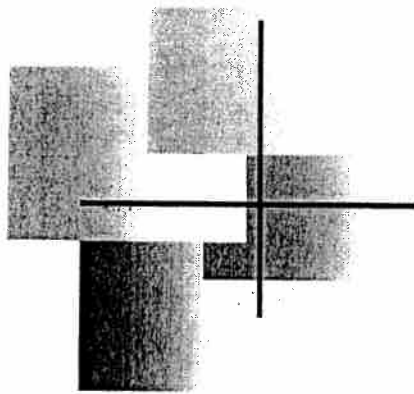
_____ Continue Plan to this date: _____

_____ Revise Improvement Plan

_____ Recommend Formal Probation to Board of Trustees

Employee's Signature _____ Date _____

Supervisor's Signature _____ Date _____



Evaluation Domains

School Psychologist Observation Report

Domain I—The Assessment Environment

- A. Creating an Environment of Respect & Rapport
- B. Establishing Expectations for Assessments
- C. Managing Assessment Procedures
- D. Managing Student Behavior
- E. Organizing & Utilizes Space & Resources

Domain II—Teaming and Consultation

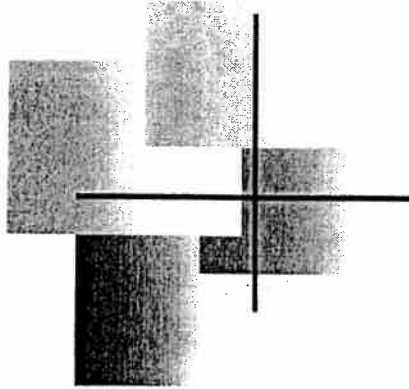
- F. Communicating Clearly & Accurately
- G. Using Teaming and Consultation Techniques
- H. Adhering to Standards of Practice
- I. Facilitating Behavior Change

Domain III—Planning & Preparation

- J. Demonstrating Knowledge of Resources
- K. Demonstrating Knowledge of Students
- L. Involvement on Multidisciplinary Teams
- M. Addressing Referral Questions

Domain IV—Professional Responsibilities Report

- 1. Professional Relationships & Professional Growth
- 2. Professional Records Management
- 3. Professional Communication with Families



Evaluation Domains

School Nurse Observation Report

Domain I—The Health Services Environment

- A. Creating an Environment of Respect & Rapport
- B. Establishing A Culture for Health Education
- C. Managing Health Services Procedures/Protocol
- D. Organizing Space, Health Records, Medication

Domain II—Health Services Intervention, Health Education, and Wellness

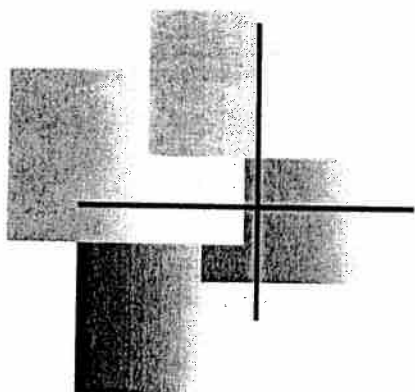
- E. Communicating Clearly & Accurately
- F. Supervising Health Associates
- G. Engaging Students/Staff in Health Education
- H. Providing Health Counseling
- I. Managing Emergencies & Non-emergencies

Domain III—Planning & Preparation

- J. Demonstrating Knowledge of Resources
- K. Demonstrating Knowledge of Students
- L. Designing Health Plans
- M. Adhering to Standards of Practice

Domain IV—Professional Responsibilities Report

- 1. Professional Relationships & Professional Growth
- 2. Professional Records Management
- 3. Professional Communication with Families



Evaluation Domains

Library / Media Center Specialist Observation Report

Domain I—The Library / Media Center Environment

- A. Creating an Environment of Respect & Rapport
- B. Establishing a Culture for Learning
- C. Managing Library/Media Center Procedures
- D. Managing Student Behavior
- E. Organizing & Utilizing Space & Resources

Domain II—Instruction

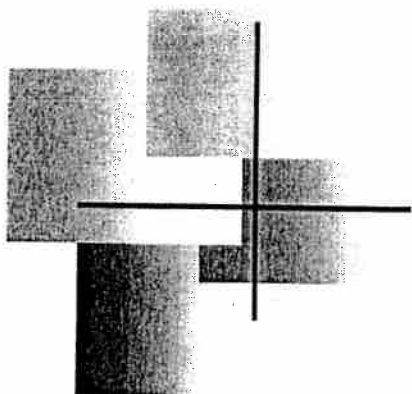
- F. Communicating Clearly & Accurately
- G. Using Questioning & Discussion Techniques
- H. Demonstrating Knowledge of Students
- I. Demonstrating Flexibility and Responsiveness

Domain III—Planning & Preparation

- J. Demonstrating Knowledge of Library Skills, Content and Related Pedagogy
- K. Demonstrating Responsibility for Budget
- L. Demonstrating Knowledge of Library/Media Center Systems
- M. Assisting with School/Library/Media Center Connections

Domain IV—Professional Responsibilities Report

- 1. Professional Relationships & Professional Growth
- 2. Professional Records Management
- 3. Professional Communication with Families



Evaluation Domains

Counselor Observation Report

Domain I—The Counseling Environment

- A. Creating an Environment of Respect and Rapport
- B. Establishing A Culture for Learning
- C. Making Appropriate Referrals
- D. Organizing and Utilizing Space & Resources

Domain II—Guidance and Counseling

- E. Communicating Clearly and Accurately
- F. Using Counseling Techniques
- G. Adhering to Standards of Practice
- H. Demonstrating Knowledge of Diversity Issues
- I. Facilitating Behavior Change

Domain III—Planning & Preparation

- J. Demonstrating Knowledge of District Curriculum
- K. Demonstrating Knowledge of Students
- L. Promoting Educational Planning
- M. Assisting With Transitions

Domain IV—Professional Responsibilities Report

- 1. Relationships with Colleagues & Involvement in Professional Growth
- 2. Maintaining Accurate Records
- 3. Communicating with Families